

# **Pollution Pictionary**

## **Grades**

2-4

## **Subject**

Health – tie in to science

## **Duration**

45 minutes to 1 hour

## **Objectives**

TSWBAT work in cooperative teams to identify sources of pollution through imagery.  
TSWBAT recall types and sources of pollution.

NOTE – This lesson serves as an assessment and evaluation of student learning with regard to being able to recall and identify sources of pollution. It is recommended that this lesson follow the cooperative group activity, brainstorming sources of pollution.

## **Materials**

Cards with individual sources/types of pollution listed on them, receptacle for drawing cards, timer, markers, white board, die, reward for winning team.

## **Set**

Sharing the interview results as described on the previous lesson plan (**extended practice** and **follow up**), and/or explaining the rules of the game.

Rules:

1. Teacher will assign teams and team numbers. Each team will take turns selecting folded cards with topics for the teacher to draw. *I would suggest letting the teacher draw. This makes the game more fair because the artistic style is consistent.*
2. Teams are to guess within the 30 second or 1 minute (you choose) time frame.
3. No other team is allowed to guess other than the team whose turn it is.
4. If the guessing team runs out of time, the teacher will role a die. The number that comes up will correspond to a team number. That team gets to attempt to “steal” the guess. In the event of a “steal” the team must provide one answer only. If the number of the die that comes up is the same as the number of the team that just had their turn, roll the die again. If the “stealing” team misses, roll for the next team until the answer is guessed, or all teams guess wrong. If the stealing team guesses correctly, they get a point and DO NOT lose their turn in the rotation.
5. Score a point for each correct guess. Proceed to the next team after each round.
6. At the end of \_\_\_\_\_ rounds, the team with the most number of points wins.
7. Teams, which shout out guesses when it is not their turn, lose a point! This rule is good for reinforcing proper behavior.
8. Winners get ?????????? Make it appropriate for your classroom.

### **Instructional Input**

Includes the directions and student ability to follow them.  
Set up the teams.  
Play.  
Reward.

### **Guided practice and Assessment**

These are built in to the game.

### **Closure**

Have students write a journal entry (3-minute essay) about a source of pollution that they think should be eliminated.

THE NEXT PAGE CONTAINS SAMPLE TOPICS TO GET YOU STARTED.

<b>Air Pollution</b>	<b>Pesticides</b>	<b>Ozone</b>	<b>Agriculture</b>	<b>Cooling Water</b>
<b>Water Pollution</b>	<b>Herbicides</b>	<b>Industrial Smokestacks</b>	<b>Landfills</b>	<b>Fertilizer</b>
<b>Noise Pollution</b>	<b>Mine Wastes</b>	<b>Waste Water / Sewage</b>	<b>Hazardous Waste</b>	<b>Heavy Metals</b>
<b>Land Pollution</b>	<b>Carbon Monoxide</b>	<b>Oil / Petroleum Spills</b>	<b>Biological Waste</b>	<b>Construction</b>
<b>Dairy Waste</b>	<b>Gasoline engines</b>	<b>Leaking Storage Tanks</b>	<b>Household Chemicals</b>	<b>Fossil Fuels</b>
<b>Radioactive Waste</b>	<b>Particulate Matter</b>	<b>Solvents</b>	<b>Chemicals</b>	<b>Jets / Airplanes</b>
<b>Cans</b>	<b>Paper</b>	<b>Plastic</b>	<b>Paint</b>	<b>Garbage</b>